DOCUMENT RESUME

ED 352 591 CG 024 696

TITLE	Leadership for Collaboration: A National Dialogue. (Washington, D.C., June 11-13, 1992).
INSTITUTION	Institute for Educational Leadership, Washington, D.C.
PUB DATE	Oct 92
NOTE	53p.
AVAILABLE FROM	Institute for Educational Leadership, 1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Agency Cooperation; Community Cooperation; *Cooperation; Educational Cooperation; *Elementary Secondary Education; *Interdisciplinary Approach; *Leaders; *Leadership; Leadership Qualities; Leadership Responsibility; *Social Services

ABSTRACT

In June 1992 a meeting which was targeted at neighborhood, community, state, and national leaders working to bring education and human services together for children, youth, and families was held. The majority of the time participants engaged in dialogue with colleagues with the opportunity to think about leadership skills, analyze how leaders can create a collaborative culture, reflect upon their own experiences and explore strategies for bringing new leaders together to solve problems, confront the paradigms that leaders must break down to promote fundamental systems change, and to learn techniques and strategies to grapple with the complex leadership challenges to cooperation. This report is a summary of the meeting. The report is divided into three sections. The first section on leadership roles examines common themes about leadership in collaborative efforts. The second section focuses on qualities and skills of collaborative leaders and defines the qualities and skills that characterize collaborative leaders. The third section discusses challenges for collaborative leaders. It explores these seven challenges that face collaborative leaders: (1) governing community collaboratives; (2) defining roles for facilitators and staff in a collaborative; (3) deepening collaboration inside one's own organization; (4) building collective ownership and responsibility; (5) collaborating for systems change; (6) managing conflict in a collaborative setting; and (7) developing collaborative leaders. Additional sections address collaborative language and queries brought up at the meeting. The appendixes include the agenda and an article entitled "The KIVA--a Leadership Initiative and Technique" (L. N. Carol). (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED352591

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

L. Clarke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

LEADERSHIP FOR COLLABORATION:

A NATIONAL DIALOGUE

Summary of
June 11-13, 1992
Dialogue

October, 1992

1001 CONNECTICUT AVENUE, N.W. □ SUITE 310 □ WASHINGTON, D.C. 20036 □ (202) 822-8405 □ FAX: (202) 872-4050

ACKNOWLEDGEMENTS

Martin J. Blank, IEL Senior Associate in Governance Programs, wrote this summary of the Dialogue proceedings, guided and shaped much of the program, and facilitated major sessions. Elizabeth Hale, IEL Vice President and Director of Leadership Programs, provided major assistance in the design of the KIVA and facilitated that segment of the Dialogue, along with IEL Senior Associate, Linda Moore. Carl Dolan, IEL Program Associate, assisted in writing these summary proceedings of the Dialogue and helped to facilitate small group dialogues, along with James Calvin, IEL Senior Associate and Wendy Russell, IEL Program Coordinator, Leadership Programs.

Leslie Webb, Jessica Lipshutz, and Lisa Goldblatt, IEL's Executive Assistants in Governance Programs, provided outstanding administrative assistance. Their careful and efficient work made it all possible.

We should also like to recognize the two presenters; Harold "Bud Hodgkinson, Director of IEL's Center for Demographic Policy, and Raul Yzaguirre, President of the National Council of La Raza.

The following facilitators and recorders made significant contributions during the Dialogue: Ralph Smith, Libby Richards, Gayle Hobbs, Paul Heckman, Jean Peacock, Mya Coursey, T. Ware, Joan Lombardi, Edward Tetelman, Richard Silva, Pat Manley, and John Rankin.

Our advisory committee which included Otis Johnson, Jane Paine, Janet Levy, Pat Edwards, and Charles Bruner provided valuable assistance and advice from the earliest planning stages to the actual Dialogue itself.

The Danforth Foundation and the Mott Foundation provided financial assistance for the Dialogue through their grants to IEL for the Collaborative Leadership Development Program.

Finally, we should like to thank the participants who enthusiastically participated and showed their expertise, experience and perspectives on collaborative leadership. This made the Dialogue a rich experience for us all.

Jacqueline P. Danzberger
Director, Governance Programs

TABLE OF CONTENTS

INTRODUCTION 1

LEADERSHIP ROLES: HOW INDIVIDUALS IN DIFFERENT LEADERSHIP POSITIONS VIEW THEIR INVOLVEMENT IN COLLABORATIVE EFFORTS 3

QUALITIES AND SKILLS OF COLLABORATIVE LEADERS 8

CHALLENGES FOR COMMUNITY COLLABORATIVES

- Governing Community Collaboratives 11
- Defining Roles for Facilitators and Staff in a Collaborative 13
- Deepening Collaboration Inside Your Own Organization 15
- Building Collective Ownership and Responsibility 17
- Collaborating for Systems Change 19
- Managing Conflict in a Collaborative Setting 22
- Developing Collaborative Leaders 24

COLLABORATIVE LANGUAGE 27

CONTINUING QUERIES ABOUT COLLABORATION 30

APPENDIX A: NATIONAL DIALOGUE AGENDA 33

APPENDIX B: THE KIVA - A LEADERSHIP INITIATIVE AND TECHNIQUE 37

APPENDIX C: LEADERSHIP DEVELOPMENT PROGRAMS OF THE INSTITUTE OF EDUCATIONAL LEADERSHIP 41

APPENDIX D: IEL PUBLICATIONS ON COLLABORATION 45

ENDNOTES 47

IEL STAFF AND BOARD 49

INTRODUCTION

For the past four years, the Institute for Educational Leadership (IEL) has been working with communities and states to develop leaders in our society who can function on a more collaborative basis. IEL's goal is to develop a growing cadre of people who recognize that no single institution within our society has the capacity to solve the range of problems we face. We seek to nurture leaders who have the knowledge and skill to work together to achieve shared goals, who are prepared to share responsibility, resources and accountability for reaching those goals, and who focus on positive outcomes for children, families, and communities.

As part of IEL's work in this arena, **Leadership for Collaboration: A National Dialogue** was held in June of 1992. Targeted at neighborhood, community, state and national leaders working to bring education and the human services together for children, youth and families, the dialogue was a unique opportunity for participants to:

- **THINK** about the leadership skills needed to foster collaboration across agencies, sectors and levels of government.
- **ANALYZE** how leaders can create a collaborative culture within their own organizations.
- **REFLECT** upon their own experiences and explore strategies for bringing new leaders together to solve problems.
- **CONFRONT** the paradigms and "mental models" that leaders must break down to promote fundamental systems change.
- **LEARN** techniques and strategies to grapple with the complex leadership challenges to collaboration.

Over 150 people from across the country participated in the Dialogue. They came in part because the Dialogue was designed to create a "community of learners." Participants were considered to be the experts, and there were only two formal presentations. The majority of the time people engaged in *dialogue* with their colleagues.

The word dialogue is used in two ways in this paper. Dialogue (capitalized) refers to the event: Leadership for Collaboration: A National Dialogue. Elsewhere, we define the term *dialogue* in Peter Senge's terms: "In dialogue, a group explores complex issues from many points of view. Individuals suspend their assumptions but they communicate their assumptions freely. The result is a free exploration that brings to the surface the full depth of people's experience and thought, and yet can move beyond their individual views."[1] In our view, this kind of *dialogue* among people in different sectors and different roles is essential if we are to create a new system of services for children and families.

This paper is a summary of the Dialogue. Like most collaborative endeavors, it is a work in progress upon which IEL will build similar events in the future and we hope others will build as they pursue their collaboratives endeavors. The paper does not reflect everything that we believe or we may know about collaborative leadership; it adheres to the conversation that occurred at the Dialogue. The report is divided into three sections:

LEADERSHIP ROLES: Examining common themes about leadership in collaborative efforts.

QUALITIES AND SKILLS OF COLLABORATIVE LEADERS: Defining the qualities and skills that characterize collaborative leaders.

CHALLENGES FOR COLLABORATIVE LEADERS: Exploring seven challenges that face collaborative leaders.

- Governing Community Collaboratives;
- Defining Roles for Facilitators and Staff in a Collaborative;
- Deepening Collaboration Inside Your Own Organization;
- Building Collective Ownership and Responsibility;
- Collaborating for Systems Change;
- Managing Conflict in a Collaborative Setting; and
- Developing Collaborative Leaders.

LEADERSHIP ROLES: HOW INDIVIDUALS IN DIFFERENT LEADERSHIP POSITIONS VIEW THEIR INVOLVEMENT IN COLLABORATIVE EFFORTS

A critical aspect of collaborative leadership is learning to see issues from someone else's point of view in order to build a common vision and strategy. Using the KIVA, a learning strategy based on the culture of Native Americans in the Southwest, Dialogue participants were able to see how people in different roles viewed the same issues or questions. (See Appendix B for a fuller description of the KIVA.)

The KIVA explored the points of view of participants representing three different groups:

- **Non-governmental organizations focused on the local level:** business, community-based organizations, parents and representatives of neighborhood groups;
- **Government:** elected and appointed officials at the local and state levels;
- **Resource Persons:** national, regional and state individuals whose work focuses on making collaboration successful.

These groups each addressed the same three questions: 1) How has collaboration benefitted your constituents, your organization and you? 2) Why has collaboration been so hard? and 3) How is your leadership making a difference? Participants, after each group engaged in public *dialogue* on these questions, had the opportunity to ask clarifying questions and join in a small group *dialogue* about what they had heard. This process was repeated for each group. While there are some differences in perspective, what was most striking were the common themes that surfaced across the three different groups in the KIVA that are summarized below.

- **Conversations on collaboration should emphasize what people and agencies are "getting," not what they may be "giving up," what they will gain, not what they will lose.** Participants suggested that agencies and agency leaders are too often driven by institutional imperatives that place the agency, its programs and its budgets above the needs and concerns of the consumers -- the customers -- whom the agency is intended to serve. This focus on "turf" leads agencies to often think more about what they are giving up than what they might gain in a collaborative endeavor. If better outcomes for children and families are to take precedence over agency needs, then there must be a fundamental shift by agencies to view their resources as part of a larger community system that is working for families.

LEADERSHIP ROLES: HOW INDIVIDUALS IN DIFFERENT LEADERSHIP POSITIONS VIEW THEIR INVOLVEMENT IN COLLABORATIVE EFFORTS

A critical aspect of collaborative leadership is learning to see issues from someone else's point of view in order to build a common vision and strategy. Using the KIVA, a learning strategy based on the culture of Native Americans in the Southwest, Dialogue participants were able to see how people in different roles viewed the same issues or questions. (See Appendix B for a fuller description of the KIVA.)

The KIVA explored the points of view of participants representing three different groups:

- **Non-governmental organizations focused on the local level:** business, community-based organizations, parents and representatives of neighborhood groups;
- **Government:** elected and appointed officials at the local and state levels;
- **Resource Persons:** national, regional and state individuals whose work focuses on making collaboration successful.

These groups each addressed the same three questions: 1) How has collaboration benefitted your constituents, your organization and you? 2) Why has collaboration been so hard? and 3) How is your leadership making a difference? Participants, after each group engaged in public *dialogue* on these questions, had the opportunity to ask clarifying questions and join in a small group *dialogue* about what they had heard. This process was repeated for each group. While there are some differences in perspective, what was most striking were the common themes that surfaced across the three different groups in the KIVA that are summarized below.

- **Conversations on collaboration should emphasize what people and agencies are "getting," not what they may be "giving up," what they will gain, not what they will lose.** Participants suggested that agencies and agency leaders are too often driven by institutional imperatives that place the agency, its programs and its budgets above the needs and concerns of the consumers -- the customers -- whom the agency is intended to serve. This focus on "turf" leads agencies to often think more about what they are giving up than what they might gain in a collaborative endeavor. If better outcomes for children and families are to take precedence over agency needs, then there must be a fundamental shift by agencies to view their resources as part of a

□ **Better outcomes require a collaborative effort that rearranges the old way of doing things and provides leverage for change.** In many instances, this will mean "breaking up an established club" in order to include new people and organizations. State agencies must reach out beyond themselves to create new relationships with local communities. They must be more responsive to local needs, respecting the need to meld their agenda with local collaborative community building efforts. Likewise, local agency leaders (accustomed to working with traditional populations and not consulting their "consumers") must finds ways to engage customers, community-based organizations and leaders who represent the diverse populations in many communities.

□ **Achieving a win-win perspective often requires the presence of an "honest broker."** An honest broker - - a respected impartial community leader - - can help to eliminate finger pointing, build trust and ownership, and help the group to achieve a common vision.

□ **Collaboratives must keep their focus on what will make a difference for children and families.** Good intentions and new processes are not enough. Real change in what happens for children and families must be the goal. By carefully analyzing the status of children and families in their communities, collaboratives can build a data base from which to develop clear and measurable outcomes. These outcomes can then serve as unifying forces for their work.

□ **Collaborative membership is inclusive.** An inclusive collaborative involves people from all domains in a community. A domain is a segment of a community that must be engaged in order for joint problem-solving to occur, e.g., consumer, neighborhood, education, public sector, or business. One participant suggested that by using the term domains, and examining how people from different domains must work together, we can avoid the power-laden language of top-down/bottom-up which most people at the Dialogue rejected. Participants emphasized the importance of involving "consumer folk" from the beginning of the process because they care, they are credible, and they are informed about their needs and aspirations.

□ **Collaboratives increasingly recognize that the participation of the families who are served by education and human services agencies -- their consumers -- is essential, yet the task remains difficult.** Consumer involvement may pose the greatest problem for elected officials and top-level community leaders who see it as their responsibility to make government, schools and major private agencies work for people. Involving consumers as peers at a collaborative table with people in these roles is a special challenge. Several strategies for engaging consumers in collaboratives were suggested:

- Reach out into the neighborhoods and look for the natural leaders. Neighborhood directors, local police, school principals, and church leaders are potential resources for identifying such individuals.

- Make people feel comfortable, as you would any newcomer to a group, e.g., ask the leaders to visit with them in advance, recognize the importance of their contribution and involvement.

- Provide special workshops and support consumers to give them the knowledge and skills as well as the confidence to operate as a peer at a collaborative table.

Other outreach strategies to ensure a consumer perspective in a collaborative's planning process include:

- Holding house meetings with a number of residents to hear first hand how they view the education and human services systems. Bringing several consumers together in a home creates a more comfortable setting in which people will honestly discuss their opinions.

- Hiring community people as key operatives in collaboratives' staffing. This will give credibility in the community.

- Exploring the assets of the neighborhood. The focus of institutions coming into a community tends to be on problems and deficits; rarely do people look for assets. There are substantial human resources in poor or less affluent neighborhoods that can be mobilized to work collaboratively with government and other large institutions.

□ **Collaboration requires dialogue about culture -- the culture of peoples and institutions.** Harold "Bud" Hodgkinson highlighted the growing diversity of America's demographics, and the importance for increased cross-cultural understanding in the opening presentation of the Dialogue. The KIVA conversation underscored this issue, emphasizing the need for partners in a collaborative to recognize, respect, and learn about each other's culture. One participant reported that the opportunity to talk with parents in the collaborative gave her a new understanding and respect for the richness of the culture of the children and families in the school district. She now "honors" that culture in ways that were not possible before and recognizes what their culture offers to the collaborative.

Participants also emphasized the importance of learning about the cultures that exist in different disciplines and institutions. They suggested that until partners in a

Participants also emphasized the importance of learning about the cultures that exist in different disciplines and institutions. They suggested that until partners in a collaborative acknowledge the paradigms which drive their behavior and the behavior of their institutions, it will be difficult for the group to move beyond these paradigms to change fundamentally the way in which the institutions operate.

□ **Collaboration means new relationships between service delivery professionals and the people they serve.** A participant highlighted the problem in existing relationships between professionals and consumers with this story. For youth in a particular program, the number one priority was jobs. That was not the priority for the professionals, however; they saw youths' needs as requiring some type of social services. Whose needs and whose perceptions should drive the professional's work? Consumers and professionals must develop mutual responsibility and accountability.

□ **Middle Level Managers are an important key to the success of a collaborative effort.** Where heads of agencies and institutions provide leadership for a collaborative effort, they must involve middles who are responsible for implementing new strategies for serving children and families. Many collaboratives have teams of mid-level personnel working through the nuts and bolts of planning new service delivery strategies. Participants indicated that it is common for mid-level personnel to have ideas about how to work together with other agencies, but they often feel that they need "permission" to go ahead from top-level leaders.

Mid-level professionals who want to pursue a collaborative strategy can use several different techniques. The option suggested above is not to ask permission, but to begin to build bridges with peers in other organizations. As an alternative, middles can begin to share information with top-level leaders in their own communities about collaborative approaches that seem to be working in other communities. Focusing on collaborative strategies that address crisis issues in the community will likely generate more attention. Finally, mid-level managers can seek to create an informal dialogue among their peers to develop the ownership and trust needed to make a collaborative successful.

□ **Time is a critical variable for collaborative partners.** Collaboration takes time. People committed to systems change will use the time productively; others may simply use lack of time as an excuse for not moving ahead. A collaborative is making real progress when partners see the time devoted to the collaborative as "real work" rather than as an add-on to their other responsibilities. As the collaborative begins to develop new service delivery initiatives that require joint investment, people are likely to be more willing to commit the time.

the services that are needed. "Others suggested that collaboration is hard to do without money on the table; they argued that "money makes love."

Participants asked: Can leadership create an effective and responsive service delivery system using only existing resources or is new money needed. People recognized that given budgetary pressure at all intergovernmental levels, existing resources will be the focus in the near term. Elected officials at the Dialogue were asked: Would you raise the tax rate to support additional costs to make a collaborative strategy work or would you rely on existing resources. The answer to this question was pragmatic: it depended on whether the elected official was up for election.

□ **Working collaboratives will grapple with their community's values about the importance of children and families.** There was agreement that collaboratives must reorient community values toward children and families. Participants agreed that while this is a difficult task, it is essential to bridging the gap between rhetoric about families and what our nation will do.

□ **If community attitudes and values are to change, the collaborative must market its mission, goals, and need for change.** Marketing is not a function with which leaders in the education and human services arena have much experience. There is rich literature in the social marketing field, particularly in the public health arena, which can help to inform the development of marketing strategies by local collaboratives.

□ **Collaboration is a continuous process of invention.** This is one reason it is so difficult. Collaboratives that are geared to systems change are inventing a totally new approach to working with children and families, and a different relationship between government and community. This is hard -- it requires shared leadership, strong ownership of the process, and commitment to achieving outcomes. Collaboratives with these conditions in place may find themselves moving **"from ownership to creatorship"** - - working together to build an effective system of support for children and families.

The final lesson of the KIVA experience is this: Carefully structured dialogue experiences can enlarge the perspective of participants in a collaborative, and build a foundation on which future learning and action can take place. If you are interested in employing the KIVA technique, please review Appendix B. IEL staff will be happy to talk to anyone about the KIVA.

QUALITIES AND SKILLS OF COLLABORATIVE LEADERS

Leadership is an important factor in collaborative endeavors. But leading a collaborative, where no one has control over the people and organizations at the table, is different from leadership in traditional organizational settings. Participants were asked to:

Identify the qualities and skills associated with collaborative leaders; and

Consider what distinguishes collaborative leadership from leadership in traditional settings.

Their thinking provides a useful framework for further dialogue about collaborative leadership. This is not necessarily an exhaustive list of qualities and skills of collaborative leaders; and it is not yet the right list. We hope that others will use it as they explore the role of leadership in collaborative processes, and share with us other qualities and skills that have proven vital in their experiences, as well as stories of collaborative leaders in action.

□ **Listening and Communications:** Collaborative leaders listen and communicate effectively throughout their own organizations, across organizational boundaries and in every segment of the community. They consciously reach out to **talk with and learn from** the consumers of their services and the front-line workers who deliver those services. They value and nurture dialogue with leaders in order to gain a greater understanding of needs, concerns and possibilities, and to build bridges within and across organizations and sectors in the community.

□ **Building Visions:** The collaborative processes now occurring in communities across America are often characterized as "vision-driven." Collaborative leaders have the skills to develop visions - - clear pictures of how people, organizations and communities must come together to build a better future for children and families. They work to communicate that vision throughout their communities, adapting the vision to achieve an ever increasing commitment to making it a reality.

□ **Risk-taking:** Creating a new set of relationships among the people and organizations working with children and families involves fundamental change. Such change means taking risks. Collaborative leaders do more than take risks for themselves, they create a climate in which other people are willing to take risks, knowing that mistakes are to be viewed as learning experiences and will not lead to punitive action.

□ **Respect for Diversity:** Collaborative leaders recognize that their communities, and our country, must continue to work at weaving a mosaic among people of all races, cultures, classes, ages and genders. They seek "not only tolerance, but acceptance, inclusion and celebration."[2] To achieve these ends, they strive to strengthen communications among different people and groups, and bring people to the collaborative dialogue who reflect the diversity of their communities.

□ **Group Process Knowledge and Skills:** Collaboration involves meetings, meetings, and more meetings. People must sort through problems, create alternative solutions and make decisions. Collaborative leaders have the group process skills needed to run effective meetings. They ensure the active involvement of all participants, give them a sense of ownership in the process and obtain their commitment to follow through on the group's decisions.

□ **Conflict Management:** Rather than overlooking tough issues where conflict might arise, collaborative leaders welcome such opportunities and have the skills to manage them. They recognize that by working through conflicts, groups strengthen their capacity to solve complex problems.

□ **Organized/Decisive:** Collaborative leaders organize groups to pursue well-crafted learning and planning processes. They balance the need for people to learn about each other and the agencies/organizations they represent with a natural bent toward thoughtful decisions and actions. They are able to move groups toward decisions in ways that maintain group cohesion.

□ **Consensus Building:** Collaborative leaders use consensus decision-making strategies, rather than win-lose approaches. They teach others to apply similar approaches within their own organizations. At the same time, collaborative leaders do not allow consensus decision-making to allow a group to resort to actions that represent the "lowest common denominator." They use the group's vision to drive toward consensus on real changes that push people and agencies beyond traditional boundaries.

□ **Motivational/Passionate:** Collaborative leaders motivate others by communicating the group's vision, and constantly nurturing other leaders and the many people with whom they work. Their passion provides fuel for others, and helps groups overcome the landmines that bar the way toward positive outcomes.

□ **Empowering:** Collaborative leaders empower others to pursue a collaborative agenda aggressively. They give the work of the collaborative to the partners who are at the table. The leaders know that if all of the parties are not involved, they are less likely to be ready to make difficult decisions when the time comes. Leaders also recognize that "nurturing leadership in others is as essential to the prudent exercise of leadership

as is leading itself."[3] They measure their effectiveness by the number of "new 'champions and leaders' whose additional actions on behalf of shared goals build strength in the community."[4]

□ **Reflective**: Collaborative groups can be described as "learning communities" where people challenge old ideas and assumptions and learn new ways of acting. Collaborative leaders facilitate the group's reflections so that learning can be captured and new behaviors internalized.

□ **Flexible**: Collaborative processes do not follow a linear path. This requires that collaborative leaders remain flexible, adapting yesterday's ideas and today's plans to tomorrow's realities. As John Gardner suggests, they "need the skills to steer a kayak through the perilous white waters of the Salmon river."[5] (We encourage local collaboratives to choose their own analogy for this purpose.)

□ **Knowledge of Other Systems**: To make interagency collaboration work, leaders should have knowledge of systems, other than their own, with which they must work. This knowledge enables them to ask more probing questions, moving people to think beyond the established framework of their agencies.

Participants suggested that in a world of growing interdependency, where solutions to societal problems of all types require the involvement of multiple institutions, these qualities and skills are fundamental for all leaders. The traditional, hierarchial leader is not likely to be successful. Indeed leaders who are not collaborative are not likely to achieve the goals of their own institutions.

CHALLENGES FOR COMMUNITY COLLABORATIVES

Participants explored seven topics representative of the issues that IEL and its advisors in the design of Dialogue viewed as particularly significant in the development of local collaboratives. Two small dialogue groups considered each topic. This section summarizes their deliberations.

Governing Community Collaboratives

Collaboration represents a very different way of doing business for organizations with their own charters, by-laws and historical practices. These circumstances pose significant challenges for partners in a collaborative as they seek to create a structure that will govern their work together and have the power and influence to make real changes on behalf of children and families. Dialogue participants suggested the following principles for developing the governing structure of a collaborative.

□ **Collaboratives are non-traditional structures that must be inclusive and representative.** They bring the interests of consumers, neighborhood, civic and business leaders, implementors, administrators, researchers, and policymakers into a coherent whole. Potential opponents, as well as allies, must be brought to the table. **Inclusiveness** comes from a recognition that "we can't accomplish our goals without each other." In seeking **representativeness** in a collaborative, people concerned with education and human services must reach beyond the traditional boundaries of their systems to involve 'non-traditional' representation, such as, consumers, business, civic groups, labor unions and others to ensure the engagement and support of the entire community.

□ **Vision and mission must drive structure, rather than any institutional imperative.** Partners in a collaborative must keep their structure flexible, so that new players can be added, sub-groups established to serve special purposes and the capacity to respond to changing circumstances maintained.

□ **Collaboratives need different structures at different levels for different purposes.** There is no one "model" for a collaborative that communities can follow. States need collaborative structures that enable state agencies to work together to create a different policy framework that links education and human services. But states also need a vehicle which enables them to engage in ongoing *dialogue* with local collaboratives so they can understand the impact of state policy and practice at the local level.

Local collaboratives need a vehicle for community-wide dialogue and policy-making, but they also need structures designed to implement service delivery changes. This often means the creation of Implementation Teams that involve middle managers and directors of community-based agencies. Some collaboratives also create neighborhood advisory councils to strengthen consumers and neighborhood involvement in program planning and evaluation, and in building a broader neighborhood development strategy.

□ **Collaboratives must seek to break the "top-down/bottom-up" mold.** Collaboratives are intended to be non-hierarchical structures through which people come together to solve problems. They are mechanisms for sharing power and are intended to enable institutions and communities to find new ways of organizing and operating. Dialogue participants were unanimous in their desire to find an alternative to the language of "top-down/bottom-up" that sustains the out-moded concept of hierarchy. One option suggested was the use of the term "domain" to describe the different parts of a community that must come together to build a viable collaborative. Domains might include: local government, neighborhood, education, health and human services, business and civic, for example. The assumption is that each domain has something essential to contribute to the collaborative enterprise, and that by involving and connecting the domains a new vision can be realized.

The most appropriate structure for "governing" a collaborative remains an open question that partners seeking new vehicles through which to bring together public, private, and community resources will continue to grapple with in the next several years. This is a significant issue for further *dialogue* in the future.

Defining Roles for Facilitators and Staff in a Collaborative

Sorting out the roles of facilitators and staff is an important element in building a working collaborative. Dialogue participants drew the following distinctions between facilitators and staff:

> **Facilitators** assist with collaboration, they coach and manage the process of collaboration, and are able to "step back" and allow the group to do the work. They focus primarily on helping to design and conduct the meetings of the collaborative, but generally do not carry out the substantive agenda. In certain circumstances, facilitators are able to "ask the tough questions" and "push the group" to grapple with these issues.
>
> **Staff** of the collaborative have much more direct ownership of the collaborative. They are responsible for making the work of the collaborative happen. They nurture the process and participants along, and serve the collaborative as both a professional leader, who performs vital staff work, and a logistics person who coordinates and guides meetings.

Some collaboratives operate with people in both facilitator and staff roles. This approach enables the staff members to participate more readily in the dialogue of the collaborative rather than having to help facilitate meetings. In these cases, the agenda for the collaborative's meetings and the desired outcomes are defined by the leadership of the collaborative and staff. The facilitator's role is to help the group work through the agenda and reach the desired outcomes.

Over time, collaboratives should work to build a collaborative decision-making culture and facilitative skills among all members of the collaborative. This may eliminate the need for the facilitator role on a regular basis. There will be occasions, however, when difficult choices must be made or conflicts arise where the involvement of a third party facilitator can help the group to move forward.

Key tasks of facilitators and Staff of collaboratives

Participants identified the following key tasks of facilitators of collaboration. Readers will want to add to this list based on their own experience:

- encourages shared input and nurtures dialogue among participants to create a "learning community";
- manages racial, cultural and class differences and the attendant conflict that emerges in the process of dealing with these differences;
- helps maintain continuity between meetings by identifying work tasks for participants, and keeping them well-informed about the work of the collaborative;
- assists the group in learning and applying consensus decision-making techniques rather than "win-lose" methods;
- manages the setting of an agenda for meetings of the collaborative; and
- creates opportunities for celebration.

Dialogue participants did not explore the tasks of collaborative staff in a similar way. Given the importance of this role, however, we have chosen to include a statement on the role of the staff, particularly the Executive Director, in a community collaborative developed by the Annie E. Casey Foundation for its New Futures Initiative. This formulation describes the tasks of the staff to collaboratives as:

- keeping the vision;
- identifying and developing leadership;
- building and maintaining a collaborative structure;
- serving as communication hub;
- functioning as policy analyst;
- facilitating interagency relations; and
- involving the community.

Deepening Collaboration Inside Your Own Organization

Too often, collaboration is a strategy that occurs outside one's agency. The attitudes, skills and tools of collaboration are not infused into the day-to-day activities of individual agencies and organizations, thus limiting the potential for deeper change. Leaders committed to collaboration can nurture a collaborative culture throughout their own agencies and organizations by:

- giving support and time for collaboration to staff;
- rewarding collaborating staff through promotions, professional development and recognition programs;
- building a vision for change, and immersing the agency in an examination of what the vision means for current agency behavior and operations; and
- providing opportunities for people to practice collaboration by making small pots of money available for activities that help people learn how to function collaboratively.

Dealing with "Tops" who talk but do not act collaboratively

Senior and mid-level managers engaged in collaborative processes sometimes find that top-level decisionmakers engage in the rhetoric of collaboration, but do not act in support of a collaborative strategy. In these cases, Dialogue participants suggested:

- **Assertiveness:** do not ask for permission, at best, ask for forgiveness, after you have acted;
- **Information sharing:** provide top-level leaders with oral and written information about collaborative activities and the results - - show how collaboration helps achieve the agency's own goals and objectives.
- **Involving leaders:** engage leaders on an individual basis in particular aspects of a collaborative activity and give them the opportunity to play a key role. Their support will help to move the activity forward, and commit them to a broader collaboration agenda; and
- **Modeling collaborative behavior:** if participants in collaboratives endeavor to model collaborative behavior within their own organizations, they will help top leadership to see the value of this approach.

Professional development to nurture collaboration

Participants suggested a number of professional development strategies that might be utilized to nurture collaboration. These included:

- seeking training opportunities in unusual arenas, e.g. involving public agency bureaucrats in joint training programs with community-based agency personnel;
- taking department heads to corporate "retreat settings" to provide an opportunity for them to reflect on their mission and strategy, and to explore collaboration as a strategy; and
- bringing dispute resolution techniques from the criminal justice system into public schools to help with the training of principals.

See section on Developing Collaborative Leaders for further discussion.

Related Strategies and Issues

"Let the organization go through the 'pain' of getting ready to collaborate," stated one of the Dialogue participants. This comment recognizes that changing organizations from a traditional hierarchical/bureaucratic model, to an inclusive, flexible, participatory one is a long and difficult process. In saying this, participants acknowledged that collaboration represents a paradigm shift for nearly every organization.

Many participants observed that the success of the collaborative process will, and perhaps should, take longer than one thinks. One individual suggested that the time spent early on when collaboratives appear to "flounder" pays off with greater effectiveness later. This result comes from the mutual experiences of the people in a collaborative who build a foundation of knowledge and trust that commits them to collaboration as a way of changing how their agencies and institutions work.

Suggested tactics for ensuring the success of a more deliberate pace for collaboration include:

- making all planning meetings voluntary; forcing collaboration is an oxymoron;
- developing sub-groups for problem-solving so that more people are actively involved;
- getting "tops"/leaders to buy-in over time;
- developing and maintaining a strong vision;
- breaking from traditional, linear organizational models and instead utilizing amoeba-like, dynamic or shifting organizational models.

Building Collective Ownership and Responsibility

Building collective ownership and responsibility for the work of a collaborative is critical to its success. Without this, the collaborative may find itself breaking apart when it confronts thorny issues which challenge old paradigms, formal agency missions and established policies and procedures. Participants made several suggestions about how different approaches to leadership can nurture ownership:

- **Share leadership.** This will reduce dependence on one person leadership, and model collaborative behavior. (When people talk about "so and so's collaborative" that is a sign that they do not really share ownership.) Champions will still be needed in the collaborative but shared leadership suggests that everyone must become a champion.

- **Host meetings in different locations with different people leading the conversation.** This sends a signal that we are all in this together and must learn about each other's territory, so it can become "our territory".

- **Offer leaders development experiences throughout a collaborative.** Recognize that what collaboratives are asking is very different and very difficult for many people.

- **Have leaders delegate "pieces of responsibility" to different parts of a collaborative.** Leadership involves "giving the work back to the group." This is even more true in a collaborative setting where the solution lies among all the partner institutions.

These strategies also will help a collaborative grapple with the inevitable leadership transitions which occur. The goal of a collaborative must be to build a cadre of leaders so committed to collaboration as a way of doing business that new actors on the scene will naturally accept this style. Thus, while leaders may change, the collaborative culture and strategy will remain strong.

Other suggestions from Dialogue participants on the issue of "building collective ownership" include the following:

- **Develop a system that orients new members of a collaborative.** New people, bringing additional resources and different perspectives, will continually become involved with the collaborative. A collaborative needs a strategy for orienting them to its work and its style. This strategy should recognize that new members must work through a similar set of experiences as the original group of collaborators, if they are to become equally committed.

- **Recognize that it takes time to make "connections" in the collaborative.** Not everyone will become engaged with a collaborative at the same pace. This is particularly true for people who enter the process late, and do not share the excitement of the initial moments of "shared creation" which are part of the collaborative process. A collaborative must be willing to formulate strategies that gradually draw people more closely into its web, rather than expecting a full "connection" from the beginning.

- **Ensure that a collaborative's goals and mission reflect that of its member institutions.** Partners should see themselves in the vision of a collaborative and be able to describe to their board and constituency how the collaborative will lead to better outcomes for the particular focus area, be it education, health, housing, child welfare, criminal justice, employment or any other.

- **Maintain written records of a collaborative's meetings and activities.** These records or "group memories" ensure that partners are clear about what happened and why, and especially about what decisions were reached. When people know and understand what is happening, even if they are not present, their sense of ownership in the process will grow.

- **Use public relations and marketing strategies.** Collaboratives need to market their vision and mission within themselves, as well as to the public. This can be accomplished through symbols and logos on buttons and T-shirts, communications through print, visual media, special events, public forums and other tactics. As a collaborative engages the public in its mission, so too will it strengthen the commitment of its stakeholders.

- **Monitor size of the collaborative.** Are we too big? How do we keep everyone involved? While collaboratives should be inclusive, they also must be careful not to become so large that partners no longer feel as though they have ownership. Creating special working groups or subcommittees can provide additional people with roles to play.

- **Make all conflict within the collaborative explicit.** Conflict seems inevitable in a collaborative process that brings together diverse perspectives. Groups that recognize conflict and develop strategies for working through those conflicts will be stronger for the experience, and willing to tackle even more complex challenges.

Collaborating for Systems Change

Systems change is an oft-used term in collaborative conversations, but it is not yet clearly defined. Dialogue participants suggested the following definition:

> Systems change is a process for creating policies, practices and service delivery strategies that leads to a more responsive system of support for families. Systems change is intended to reduce the "rotten outcomes" that so many children and families now experience.

A few participants suggested that it was not possible to define systems change, since the existing system or non-system could not be defined. These individuals suggested that we are pursuing a developmental and evolutionary process of change, and that the results of that process are not at all clear at this stage. This interaction underscores the need to engage in dialogue about terms that people use in collaborative conversations.

Systems Change Strategies

Participants suggested a number of different strategies and tactics that leaders are using to pursue systems change.

- **Take advantage of financial crises.** The present constraints on state and local government budgets create an environment in which policymakers are seeking more efficient and effective government. As a result, collaboration as a vehicle for systems change has greater support from these leaders.

- **Get the right people to the table; be inclusive.** The basic approach of collaboratives to bring people together in an inclusive, rather than a hierarchical setting, is, in and of itself, a change in the ways systems have traditionally done business.

- **Include budget people in a collaborative from the outset.** Budget people are gatekeepers who can exercise extraordinary influence on efforts to change the ways that agencies operate. Bringing them in early increases the likelihood that they will support rather than block change.

- **Capture the collaborative process and service delivery outcomes through good evaluation.** These data can give a collaborative the basis on which to market its vision, mission and goals to the broader community that must be involved for systems change to occur.

- **Have consumers advocate for what works.** A commitment to engaging the consumer of services is a fundamental value of most collaborative endeavors. It parallels the focus on "customers" occurring in the private sector and some parts of the public sector. The voice of consumers describing how the system works against its own goals and objectives can help promote a systems change mentality.

- **Listen.** If people will listen to each other's perceptions and ideas, and challenge each other's assumptions in "thoughtful dialogue," they will begin to see what is working -- what is not working -- and can begin to find ways to "fix the system."

Major Barriers to Systems Change Initiatives

Dialogue participants identified some barriers to systems change and, in some cases, suggested possible solutions:

- **Time:** Leaders in the political and business worlds often do not affirm long-term commitments to change in the public sector. Change takes time. Collaboratives must work with political and business leaders to enable them to understand what basic systems reform entails.

- **Fear:** Change is not easy for most people. It brings on anxiety, tension and fear. To overcome fear, collaboratives must devote significant time to getting people to buy-in and then own the collaborative endeavor, as well as to training people about how a different system will help them achieve their personal and professional goals.

- **Race and class concerns:** Issues of race and class are just below the surface in most collaborative dialogues at the local level. Acknowledging this reality is an important step toward being able to deal openly with these issues.

- **Lack of trust:** Not surprisingly, people who do not know each other, and who often must compete for funds, tend not to trust each other. This is why building a collaborative requires such a careful process, and educating its members is such an important task.

- **Wrong reward system for collaboration:** Existing rewards systems are geared to the goals of individual agencies and organizations. Rewards for working together are few. People are recognized when they can take credit for leadership in a specific initiative, rather than when they share credit for a mutual endeavor. For systems change to take root, reward systems also must change.

- **Failure to train across disciplines:** Professional training rarely occurs across disciplines. As a result, educators, health practitioners, mental health specialists, child welfare workers, police and others know little of how each approaches working with the same families. Pre-service training at institutions of higher education, as well as in-service training, must become inter-professional to produce systems change.

- **Failure to get commitment of middles:** Middle level managers are the people who will guide the implementation. They need to know that collaborative efforts are a clear priority for their leadership. This will help them to break out of the old mold that governs their day-to-day actions, and make collaborative strategies work.

- **Language differences that surround categorical funding:** Partners in a collaborative must spend enough time learning about each other's systems so they can challenge one another with potential changes that would result in better outcomes.

- **Confidentiality.** This oft-mentioned barrier to systems change is proving to be more a "red herring" than a real obstacle. Most communities are finding ways to protect client rights while providing front-line workers with the capability to share information that will enable them to be more effective in helping clients.

- **Legal and administrative issues.** Liability insurance problems, for example, often are barriers to more effective services. Why, for example is it not possible for mothers to ride buses with their children to school so they can take advantage of school-linked services or participate in literacy, parenting or other adult education programs? The answer is because the school bus insurance does not cover parents; the solution is to find a way to pay for a rider in the insurance policy. Similar legal and administrative barriers can be overcome by creative "barrier-busting" collaboratives.

Managing Conflict in a Collaborative Setting

Dialogue participants acknowledged that conflict is a natural dimension of a collaborative process that brings together different people with different perspectives. The ability to manage conflict effectively is essential if partners are to develop the trust and ownership needed to overcome challenges to existing ways of doing business. The following techniques may prove useful in managing conflict:

- **Invite potential adversaries to take a lead role.** If a system of shared leadership is the norm in the collaborative, then the payoff from this approach will be greater than the risk.

- **Separate the person from the problem.** Personalizing any problem usually is dysfunctional. This is even more true in a collaborative setting where every participant brings important resources to the table.

- **Uncover hidden agendas.** People sometimes say that partners in a collaborative process should "leave their agendas at the door." The reality, from the perspective of Dialogue participants, is that collaboratives should create an environment where people will "put their agendas on the table," so that they can be understood by everyone, and a shared agenda can emerge.

- **Conduct cultural training from the outset.** Cultural training should not only address differences in cultures that emerge from variations in race and ethnicity, but differences in the organizational cultures of the education, health, mental health, criminal justice and related systems.

- **"Go with your heart, with what you know is right."** For a collaborative to really work, partners need to be willing to push for what they believe is right, listening carefully to other points of view and learning in the process. If conflict leads to collaboratives accepting "the lowest common denominator" in their decision-making, then the collaborative will not achieve its goals.

An over-arching concern of the group that explored conflict was the issue of negative culture -- the broader social and professional forces in society which can create conflict in a collaborative. Key contributors to negative culture include:

- **Professional demeanor where conflict is not tolerated.** Until professionals are willing to grapple with conflict, they will not get to the underlying assumptions of their professions that prevent a system of support for children and families from working.

- **Good 'ol boy syndrome.** This is an old leadership model that has outgrown its usefulness. This phrase suggests "You scratch my back, I'll scratch yours." Too often, this means having agencies, programs and disciplines take precedence over the needs of clients.

- **Racism and sexism.** Behaviors associated with racism and sexism remain too common within the institutions and organizations of our society. Collaboratives also need to put these issues on the table.

- **Differences between generations.** Many people now in power in public and private agencies were trained and have grown up in systems and institutions where collaboration was not the norm. Promoting one's own agency and protecting agency turf were primary. It will take time, and possibly a change of leaders, to deal with this issue, but new strategies for training professionals are also necessary if the next generation is to have a different perspective.

Developing Collaborative Leaders

One of the key themes emerging from all of the Dialogue groups was the need for leadership development experiences that would help build collaborative attitudes, qualities and skills. The question is what methods/techniques can be used to develop such leaders?

- **Field Visits:** Looking at how agency services actually work at the service delivery level can give people a whole new perspective on why they must, and how they can, work together. Such visits typically include conversations with families, front-line workers and supervisors.

- **Focus Groups:** An increasing number of collaboratives are arranging focus groups where partners can listen to and learn from key players within the education and human services systems -- the families whom the system serves, the front-line workers who work most directly with children and families, and supervisors and other mid-level managers who must oversee the implementation of agency policy and rules.

- **Case study approach:** Case studies of realistic situations provide people desiring to collaborate with the opportunity to explore their different approaches to issues, and learn to define more collaborative solutions.

- **Interdisciplinary pre/in-service training:** Designing a more interdisciplinary approach to pre-service training in colleges and universities is essential for a new generation of professionals to bring a more collaborative perspective to their work. People working in different disciplines need the opportunity for in-service programs which enable them to learn about other disciplines, and about how they can work together in developing client assets and responding to client needs.

- **Mentoring:** Leaders already committed to collaboration can identify emerging collaborative leaders and become their mentors. By demonstrating this mentoring behavior, leaders will encourage others to model this behavior themselves.

- **Internships:** Internships can offer people from one agency or discipline the chance to get a hands on picture of what it means to work in another system. A social work supervisor might shadow a principle; a public agency official might work in a community-based organization to learn what it is like to be directly immersed in meeting the needs of children and families; and a community-based organization director might shadow a public agency official to learn more about the realities and constraints of public sector agencies.

- **Leadership Institutes:** An immersion program where everyone is in a different setting and where one has to eat/live/breathe change and collaboration. This strategy is particularly helpful when cultural/ethnic diversity issues can be anticipated. A precondition for a successful event of this kind is the involvement of an outside/impartial organization to facilitate the activity.

Dialogue participants also considered the question of how to help elected officials, top-level leaders, and mid-level leaders develop collaborative leadership skills.

□ For **elected officials**, participants suggested that the development of collaborative leadership skills is most likely to occur on-the-job, as they grapple with real issues and problems. At the same time, it is important to recognize that some elected officials already have some of these skills, since they must negotiate and compromise in order to make policy decisions within their own jurisdiction. However, elected leaders in city or county government, school boards, or state government tend to be more competitive in their relations with other jurisdictions. Conducting forums where leaders from different jurisdictions explore their common concerns is one strategy for bringing them together.

Key players in collaboratives should keep in mind that systems change will require substantial shifts in the way resources are allocated, and ultimately in the amount of resources available. Elected officials make these decisions. Thus, these officials cannot be overlooked in strategies aimed at creating a more effective and responsive system of services for children and families.

□ For **top-level leaders** in education and human services agencies to participate in collaborative leadership development experiences, they must be driven by a vision which recognizes that no single institution can successfully meet the needs of America's children and families today. Leaders who accept that vision are willing to devote time to working with their counterparts to gain their commitment to the vision and to participating in learning experiences which will help facilitate movement toward the vision.

□ **Mid-level leaders** are a particularly important focal point for collaborative leadership activities. Middles are critical to the implementation of a collaborative's proposed changes in the service delivery system since they manage activities on a day-to-day basis. They also are a more stable group, that remains through transitions in top-level leadership, and thus are vital players in a long-term collaborative change agenda. Middles also are more likely to participate in professional development experiences relative to collaboration.

Finally, participants in the Dialogue discussed the increasing inadequacy of the terms "training" and "staff development" in relation to the expanding world of collaboration. Both terms, they suggested, have negative connotations bringing the baggage of their

traditional usage in the field. A new term needs to be coined to complement the more affirmative ethos of professional development around collaborative leadership. We welcome your suggestions.

COLLABORATIVE LANGUAGE

Some key concepts and phrases emerged from the Dialogue that may be helpful. Please share language that your collaborative has developed with us.

Amoeba-like/spiraling. These words describe the unique character of a collaborative endeavor -- it keeps changing shapes like an amoeba, and often will spiral back on itself, repeating activities in order to bring new people on board, ensure their ownership in the process and strengthen a collaborative's capacity to move forward.

Collaboration and Related Terms. Collaboration is so hot that we run the risk of its just becoming a buzz word unless we work to develop a common definition. It is equally important to distinguish collaboration from other terms such as cooperation, coordination and communication. For purposes of continuing dialogue, we suggest the following definitions for use in the context of education and human services:

> **Communication**: interactions between individuals and organizations that result in more effective **knowledge and common information.** As communications become more extensive, networks emerge that help people and organizations solve problems.
>
> **Cooperation**: a relationship between agencies and organizations that helps each partner meet its own respective organizational goals. In a cooperative relationship, no substantial changes occur in the basic services an agency or organization provides or in the rules and regulations that govern their agencies. Cooperation can lead to better **coordination of services,** e.g., better access for families through co-location and established referral procedures.
>
> **Collaboration**: A process which leads to the creation of a shared vision and goals among agencies and organizations to address problems beyond any individual agency's purview. Collaborative partners share resources and responsibilities in order to realize the shared vision and goals. They hold themselves accountable for delivering on their individual commitments, and mutually responsible for achieving the desired outcomes. Conceptually, collaboration is intended to lead to a seamless web of support in communities for children and families.

Community of Learners. A group of people dedicated to gaining more knowledge and understanding. This is what collaboratives must create if they are to move to fundamental systems change. People must continue to learn together throughout a collaborative process, if they are to invent a new system.

Dog Sled Metaphor. Collaboration is akin to a running a dog sled -- you must have common purpose, interdependence and mutual accountability.

Domains. according to Webster's Dictionary a **domain** is the territory governed by a single ruler or a field of action, thought or influence. In the context of collaboration, **domain** is a segment of a community that must be engaged for a collaborative strategy to be successful, e.g., the public sector domain, neighborhood domain, education, health or human services domain, business domain. The term "linking different domains" is an alternative to the hierarchical term top-down/bottom up. It suggests that the involvement of each domain is essential to the ultimate success of an initiative, and that each brings important resources to the table. This concept seeks to change people's thinking away traditional power relationships toward a framework of shared power and leadership.

"Don't ask permission to be subversive." Another way of saying this is "just ask forgiveness." Both phrases emphasize the importance of taking risks to invent a new system of services for children and families.

Honest Broker. An individual who has a reputation for impartiality, credibility with key players and the ability to bring people together across agencies and sectors.

Multi-layered. A phrase that describes collaboratives that are structured in an hierarchical manner in terms of authority with separate groups of tops (elected and appointed officials), middle managers and bottoms (consumers and neighborhood representatives).

Ownership to Creatorship. Where partners take ownership of the collaborative, they ultimately can move to another level of working together --**creatorship** -- where they are creating a totally new way for people and institutions to work together in support of children and families.

Rites of Celebration. Celebration is a critical part of any group process. In a new group setting, such collaborative celebrations are particularly important, even if the celebration is about a "small victory."

"Seek to understand before seeking to be understood." People must listen and learn before they can expect others to understand their concerns.

"Throw off categorical regalia." Coined by Sid Gardner a national expert on collaboration and services integration, this phrase refers to necessary changes in attitudes and behavior created by the categorical system, as well as changes in federal and state categorical programs that are essential for systems change to occur.

Top-Down/Bottom-Up. Top down refers to strategies created at the top that become mandates for all levels below the decisionmakers. Bottom-up refers to strategies that emerge from neighborhoods, and are sold to top-level leaders. The need for inclusive collaboratives, where tops, bottoms and middles work together, is increasingly recognized. These collaboratives engage neighborhood leaders and consumers, while facilitating access to large-scale public resources.

"We" knowledge. More than simply common knowledge, "we" knowledge connotes the mutual understanding and new relationships created among people who come together and learn together in a new group.

"You can change the direction of the herd once you get it moving." People who want to collaborate need to get started, even if they do not have all the people they ultimately want on board. Once you are started, more people will be drawn to the process and the direction of participating agencies is susceptible to change.

CONTINUING QUERIES ABOUT COLLABORATION

Participants at the Dialogue raised a number of important questions about collaboration. The Dialogue addressed some of these, but not all. These are some of the questions with which collaboratives across the country are grappling on a daily basis. We encourage readers to share possible answers with IEL, so we can share them with our "community of learners."

1. How does a collaborative leader manage non-collaborators? How do leaders get "buy-in" from extremely different potential partners without compromising their values and ethics?

2. Why is collaboration necessary in a democracy?

3. What can we do about "tops" who talk but don't act?

4. Are there ways to think about organizational structures that are not bureaucratic/hierarchical?

5. When "middles" form a collaborative, how do they bring it down to the neighborhood level?

6. From a middle-manager's perspective, is collaboration "part of the job," an "add-on," or a "sure shot"?

7. How do collaboratives maintain continuity through membership, leadership or political transitions?

8. What is the role of the research community in collaboration?

9. How do planners and implementers work together in a collaborative?

10. What are the distinctive characteristics of "uppers" and "middles" in education, in state government, and in social services?

11. How do you develop risk-taking in a collaborative and allow it to grow?

12. What is leadership in a collaborative?

13. What words other than "training" and "staff development," can be used to describe the process for gaining new knowledge and skills -- the new learning -- that must occur if collaboration is to succeed?

14. How can institutions reward employees for collaborative behavior?

15. How do you balance the need for grass-roots participation with the economic reality that you need to make decisions quickly in order to access funds?

APPENDIX A

AGENDA

Leadership for Collaboration: A National Dialogue
Washington, D.C.
June 11-13, 1992

Thursday, June 11

6:30 **Welcome and Dialogue Overview**

Michael Usdan
President
Institute for Educational Leadership (IEL)

Jacqueline Danzberger
Director, Governance Programs
IEL

6:45 **COLLABORATIVE LEADERSHIP IN A CHANGING AND DIVERSE SOCIETY**

Harold "Bud" Hodgkinson
Director
IEL Center for Demographic Policy

8:45 **DIALOGUE WITH BUD HODGKINSON**

9:30 **Evening Adjournment**

Friday, June 12

8:30 **LEADERSHIP ROLES IN COLLABORATION (KIVA)**

Facilitators: Elizabeth Hale
Vice President
IEL

Linda Moore
Senior Associate, Leadership Programs
IEL

Recorders: Martin Blank
Senior Associate, Governance Programs
IEL

James Calvin
Senior Associate, Leadership Programs
IEL

1:00 **THE POLITICS OF DIVERSITY: IMPLICATIONS FOR COMMUNITY COLLABORATION**

Raul Yzaguirre
President
National Council of La Raza

2:00 **QUALITIES AND SKILLS OF COLLABORATIVE LEADERS**

Concurrent Small Group Dialogues

3:30 **FULL GROUP DIALOGUE; QUALITIES AND SKILLS OF COLLABORATIVE LEADER**

Facilitators: Martin Blank

Ralph Smith
Philadelphia Children's Network

Recorder: Mya Coursey
Collaboration Leadership Development Program, Fort Worth

4:15 P.M. **CHALLENGES FOR COLLABORATIVE LEADERS**

- Community Leadership
- Structures for Community Collaboration
- Nuts and Bolts of Collaboration
- Collaboration Inside One's Own Organization
- Strategies for Building Collaborative Ownership
- Collaborative Leadership for Fundamental Systems Change
- Conflict Management
- Leadership Development Stratgies

5:30 **Adjournment of Concurrent Sessions**

Saturday, June 13

8:30 **Reflections on Thursday and Friday**

Facilitator: Martin Blank

9:00 **CHALLENGES FOR COLLABORATIVE LEADERS**

Second Round of Concurrent Sessions

10:45 **CLOSING SESSION: WHAT ARE WE LEARNING?**

Facilitators: Martin Blank
Ralph Smith

12:15 P.M. **Closing Remarks**

Jacqueline Danzberger

12:30 **Adjournment**

APPENDIX B

KIVA: A Leadership Initiative and Technique

by Lila N. Carol
The Mershon Center
The Ohio State University

A technique to be used in identifying and refining leadership initiatives is described in the following paragraphs. The process was developed by Luvern L. Cunningham at Ohio State University, and has been used extensively.

The KIVA is a convening mechanism in which large groups can examine transcendent issues surrounding a program, project, concept, or problem. The origins of KIVA stem from the use of an ancient American Indian tradition in which the KIVA was a ceremonial and environmental technique for conducting tribal affairs of the Pueblo. We have adapted KIVA as a contemporary process and structure to be used with groups that engage in problem identification, study and problem solution.

The KIVA is most effective when the participant group shares a concern or interest in the same issue, but when the group members have different levels of responsibility in a hierarchy or when they represent at least three institutional sectors or three groups of private perspectives. For example, the objective of a KIVA might be to analyze an issue which affects students. The participants might then include administrators, teachers, parents. If the topic of concern is deteriorating state-wide infrastructure, effective participants might be legislators, state level government officials, and local officials.

For the purposes of this paper, the participants are described as representing "classes" of persons with regard to either community sectors or governmental and organization levels, or various spheres of personal interests and perspectives. The number of participants should range between 30 and 90 persons for the most effective dynamics. KIVA can include more persons, but it then becomes important to combine the KIVA with small group discussion time to permit enough individual participation. Participants should be somewhat evenly divided among three classes of relevant KIVA members. Additional participants can be designated as observers and/or commentators. They are seated around the perimeter, preferably on risers for better viewing.

The KIVA is managed by two trained facilitators who lead discussion, elicit observations and ideas and maintain control of the large group dynamics, yet exhibit flexibility. They provide linkages and explanation when appropriate and elaborate the general themes that have emerged from the KIVA session. During a KIVA, the facilitators control participation, providing each participant with the opportunity to express his/her thoughts. The facilitators explain the process, establish the

parameters, initiate the process, and keep the group moving forward. They foster exchange as well as the growth of understanding among the various classes of participants.

A large conference room is the setting for the KIVA. Tables are arranged in the form of a large octagon with a hollow center. The facilitators work in the center space allowing the proceedings to take place in this "theater in the round." Seating is arranged in three concentric RINGS (A, B, and C) around the table. Participants are assigned to a RING in the company of others from their particular class of interest. Assignment to RINGS A, B, or C is arbitrary and generally reflects the facilitators thoughts about the most useful order for the airing of various perspectives on the topic.

There are several ROUNDS included in a full scale KIVA. A "ROUND" consists of a series of questions to be responded to in turn by those in each of the three RINGS. The topics are introduced by either a presenter or by the facilitators who follow up with a series of prepared "KEY QUESTIONS" addressed to all the participants. RING A is at the octagon table at the outset. Only those in RING A, now closest to the table, will respond. RING A members control the table discussion for a specified time period on the pre-selected topic. Those in the other RINGS will listen, observe, formulate their own remarks for their subsequent turns at the table. After approximately forty-five minutes of KIVA, the RINGS exchange places. RINGS B and C participants move forward one ring, and RING A members seat themselves in the back row. RING B members are now at the table, and they respond to the KEY QUESTIONS - and others relate to them - from their perspective. After forty-five minutes, places are exchanged again and RING C members take their places at the table. At the conclusion of RING C discussion, the facilitators may take one or more of the following steps; they will review some trenchant observations, identify emergent themes, suggest some additional general discussion, request members to write down on color coded cards what they believe to be the problem/issue/solution of highest priority, and generally sum up and synthesize. When it is appropriate to a conference agenda, the facilitators will direct members to small groups for more detailed discussions.

On occasion, an individual may wish to share an important bit of data or an observation that is appropriate at a time when that individual is not "at the table." To allow for the incorporation of such information, and to ease the rigidity of the structure, any one may walk up to one of several strategically placed microphones to comment. Such interruptions should occur only when a participant feels that the timing is such that his/her statement is important although out of turn. The structure as described by the facilitators is such that most KIVA participants do not intervene on impulse.

Throughout the KIVA, a "paper trace" of the commentary is being developed on chart paper strategically placed for visibility. Two or three scribes take turns keeping the record. With so many individuals speaking out, it is necessary to use at least two writers. The latter is requested to write down the work of the speaker rather than interpretations. The sheets (numbered for later organization) are taped onto the walls for display as they are finished, thus providing the paper trace throughout the meeting. Several purposes are accomplished. Individuals can see that their contributions have been respectfully accepted; later references by speakers to earlier comments can be made with greater accuracy; reviews are made easier and more complete by having the record available; and the paper trace can be useful in subsequent written reports of the convening as well as follow up activity. On some occasions, the conference planners may wish to record on tape the proceedings for a variety of uses.

The success of the KIVA depends upon: (1) pre-selection of an appropriate topic containing transcendent issues which engender a range of perspectives and can be examined in terms of national and state visions and local realities; (2) the use of a disciplined time frame; (3) an appropriate mix of participants whose representation is hierarchial or role representative; (4) skilled facilitators who can elicit ideas from all, yet maintain control, and sustain general interest in a large group discussion with high participation rates over a period extending up to two hours in length; and (5) the preparation of a contemporaneous record of the KIVA which accurately reflects the discussions.

APPENDIX C

LEADERSHIP DEVELOPMENT PROGRAMS OF THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

Collaborative Leadership Development Program

Overview - The Collaborative Leadership Development Program (CLDP) is a dynamic process conceived by IEL to enable community leaders to function more effectively across the boundaries which separate institutions, organizations, and agencies in communities. CLDP provides a framework of strategies and activities through which IEL assists community leadership to initiate, develop and put into action collaborative efforts to bring together education and the other human and social services to improve outcomes for children, youth, and families.

IEL initiated working relationships in five urban communities (Flint, MI; Fort Worth, TX; Kansas City, MO; Tucson, AZ; and Washington, D.C.) focused on achieving certain local objectives for developing increased leadership capacity and collaborative action plans for more effective services to children and families.

Goals and Objectives - The goal of CLDP is to demonstrate that leaders of local political entities, agencies and institutions with their chief executive officers can, through an assisted community problem-solving process, collaborate to meet the needs of children, youth, and families. CLDP involves fundamental systems change which requires individual and group, as well as organizational and systems learning. IEL conducted the Dialogue on Collaborative Leadership as part of the CLDP initiative.

For further information, contact: Jacqueline Danzberger, Director
Governance Programs
Martin Blank, Senior Associate

Superintendent's Prepared: An Urban Leadership Development Consortium

Overview - In 1990, almost half of the nations's largest school districts had superintendency vacancies. The job of the urban superintendent is one of the most difficult undertakings in America today, requiring a constantly expanding inventory of skills and attributes. In response to this leadership crisis, Superintendents Prepared was created.

Goals and Objectives - The mission of Superintendent's Prepared is to identify the "best and the brightest" talent in educational leadership, provide a thorough, individualized series of development experiences for these emerging superintendents, and place the candidates in top urban leadership posts. Superintendent's Prepared is

a multi-year undertaking which will provide training to 30 highly qualified candidates per year.

Superintendent's Prepared is being implemented through a collaboration among IEL, The McKenzie Group, and The Joint Center for Political and Economic Studies. Thirty people are now participating in Superintendent's Prepared. Thirty additional individuals will be selected to participate in the spring of 1993.

For further information, contact: Michael Usdan, President

The Education Policy Fellowship Program

Overview - The Education Policy Fellowship Program (EPFP) is a year-long opportunity for mid-career individuals to examine public policy and leadership and to increase their capacity to exercise leadership in a variety of settings. EPFP introduces Fellows to major policy and leadership issues and actions at all governance levels and provides a forum for cross-agency discussions and problem-solving. It also prepares leaders who work across agency and organizational boundaries to generate and implement collaborative solutions to problems challenging our education, health, and social services systems. The main focus is on the acquisition of skills that are transferable to the Fellow's work environment and that will enhance current and future professional endeavors.

Goals and Objectives:

- to introduce Fellows to people, institutions, and organizations in the public policy arena;
- to equip Fellows to identify issues and workable strategies and solutions to resolve them;
- to broaden Fellow's information and resource network through linkages with IEL's national network of professionals skilled in the practice of collaborative leadership;
- to create and a network of professionals skilled in the practice of collaborative leadership - across agencies, governance levels and professonal fields; and
- to prepare and support energetic and well-informed leaders who can meet the complex challenges of today and tomorrow.

EPFP serves nearly 200 Fellows annually in 15 sites across the country. Nearly 3,500 individuals have completed the program since its inception in 1964.

For further information, contact: James Calvin, Senior Associate
Mara Ueland, Program Associate

Community Education Leadership Program

Overview - The Community Cross-Cultural Collaboration Leadership Program (C_3LP) is a 12 month training program to prepare and support a network of leaders who can work collaboratively and effectively across institutional lines within culturally, ethnically, and racially diverse communities.
The program serves a variety of community leaders. C_3LP Fellows will develop skills of cross-cultural collaborative leadership. They will move beyond perceived differences, learn how to identify common goals, and begin to form alliances with diverse community constituencies to resolve common problems.

They will use their community environments as the primary context for examining and discussing community issues. Through participation in a series of on-site training activities, Fellows will gain highly practical knowledge about policies and program strategies for community improvement.

While the Program will accommodate participants who are fully employed, this intense 12-month Fellowship Program Requires active participation in on-site meetings, attendance at two national conferences and participation in an experimental community-based learning activity in a city other than the participant's own.

For further information, contact: Linda Moore, Program Director
Sharon Davis, Program Assistant

School Board Effectiveness Program

Overview - The IEL School Board Effectiveness Program is based upon findings from IEL's 1986 national study of school boards published in the report, School Boards: Strengthening Grass Roots Leadership and incorporates IEL's continuing study of and work with local boards.

Board Self-Assessment and Improvement Process - This is a multi-component process incorporating: board self-assessment; analysis and discussion of assessment findings; development of an improvement plan with objectives and benchmarks to assess improvement; and implementation of a board's improvement plan. IEL recommends that boards undertake the self-assessment and improvement planning process in three-year cycles, assessing progress toward improvement objectives in the intervening years. Materials used in the process include:

- Board Effectiveness Inventory: The comprehensive self-assessment instrument completed individually be each member of a board;
- Board Effectiveness Profile: the report of board members' aggregate assessments of their board; and
- Board Improvement Planning Guide: A guide keyed to the assessment instrument which provides ideas for a board's improvement plan.

Board Development Workshops - IEL offers board development in the following areas, as well as in other needs specific to individual boards: Setting Norms and Expectations for Board Members; Board/Superintendent Relationship; The Local Board and Community Involvement; Planning and Goal Setting; Policy Oversight; and The Role of the board in Education Reform and Restructuring.

For further information, contact: Jacqueline Danzberger, Director
Governance Programs

The DeWitt Wallace - Reader's Digest Collaborative Leaders Program

Overview - The Collaborative Leaders Program (CLP) is an 18-month inservice leadership development opportunity for mid-level staff in schools, local or state government agencies, or other private public and non-profit organizations that provide educational, social, human and health services to young people and their families.

Goals and Objectives - CLP enables "middle managers" to develop and refine the leadership skills and capacities that promote collaboration within agencies and across the fragmented service delivery system. Participants interact with a diverse group of professionals and examine their and their agency's behavior in light of complex client needs. The program broadens and deepens participants' understanding of the issue(s) that influence the ability of individuals and institutions to collaborate.

CLP develops middle managers who:

- understand the multi-faceted problems of at-risk youth;
- are familiar with program strategies that can meet the needs of at-risk youth;
- recognize the institutional, attitudinal, and budgetary barriers; and
- have the leadership skills needed for implementing collaborative initiatives.

CLP is now operating in New Jersey and Virginia. Two or three additional sites will be added in 1993.

For further information, contact: Elizabeth Hale, Vice-President
James Calvin, Senior Associate

APPENDIX D

IEL PUBLICATIONS ON COLLABORATIONS

A Demographic Look at Tomorrow. Hodgkinson, Harold L. Washington, D.C.: IEL Leadership/Center for Demographic Policy, 1989. [IEL, 1001 Connecticut Ave., NW, Suite 310 Washington, D.C. 20036, 202-822-8405, $12.00]

All One System: Demographics of Education, Kindergarten through Graduate School. Hodgkinson, Harold L. Washington, D.C.: IEL, 1985. [IEL, $5.50]

Developing Collaborative Leaders: A Selective Bibliography of Resources. Washington, D.C.: IEL, 1992. [IEL $6.00]

Governing Public Schools: New Times, New Requirements. Danzberger, Jacqueline and Michael Kirst and Michael Usdan : Washington, D.C.: IEL, 1992. [IEL $15.00]

National Support for Collaboration: Needs at the State and Local Levels - A Needs Assessment Conducted for the Danforth Foundation. Washington, D.C.: IEL, 1991. [IEL $6.00]

New Partnerships: Educations's Stake in the Family Support Act of 1988. Washington, D.C.: Education and Human Services Consortium, 1988. [IEL $3.00]

Serving Children and Families Effectively: How the Past Can Help Chart the Future. Edelman, Peter B. and Beryl A. Radin. Washington, D.C.: Education and Human Services Consortium, 1991. [IEL $3.80]

The Same Client: The Demographics of Education and Service Delivery Systems. Hodgkinson, Harold L. Washington, D.C.: IEL Leadership/Center for Demographic Policy, 1989. [IEL $12.00]

Thinking Collaboratively: Questions and Answers to Help Policy Makers Improve Children's Services. Bruner, Charles. Washington, D.C.: Education and Human Services Consortium, 1991. [IEL $3.00]

Towards Improved Services for Children and Families: Forging New Relationships through Collaboration. Blank, Martin J, and Joan Lombardi. Policy Brief based on the Eighth Annual Symposium of the A.L. Mailman Family Foundation. Washington, D.C.: IEL, 1992 [IEL $3.00]

What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services. Blank, Martin J., and Atelia I. Melaville. Washington, D.C.: Education and Human Services Consortium, 1991. [IEL $3.00]

Endnotes

1. Senge, Peter M., The Fifth Discipline: The Art and Practice of the Learning Organization. Doubleday/Currency, New York, New York, 1990, p. 241

2. Diversity and Governance: The 1991 Futures Report. National League of Cities. Washington, D.C., 1991, p. 5

3. Blank, Martin, J., and Atelia I. Melaville, What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive. Washington, D.C., Education and Human Services Consortium, 1991. p. 26

4. Ibid, p. 26

5. Gardner, John W. On Leadership, The Free Press, New York, New York, 1990, p. 10

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP
STAFF LIST

Martin J. Blank
Senior Associate, Governance Programs

Nancy Braham
Executive Assistant to President and Director of Development

James Calvin
Senior Associate, Leadership Programs

Michele Clark
Project Coordinator, Governance Programs

Louise Clarke
Chief Administrative Officer

Jacqueline P. Danzberger
Director, Governance Programs

Sharon P. Davis
Program Assistant, Leadership Programs

Jane Dewey
Executive Assistant, Intergovernmental/ Interagency Policy Exchange

Carl P. Dolan
Program Associate, Coalition Building Programs

Margaret C. Dunkle
Director, Intergovernmental/ Interagency Policy Exchange

Lisa Goldblatt
Executive Assistant, Governance Programs

Elizabeth L. Hale
Vice President & Director, Leadership Programs

Harold L. Hodgkinson
Director, Center for Demographic Policy

Margie Joyner
Director, Financial Services Division

Brenda J. Krabill
Receptionist & Publications Assistant

Linda Moore
Senior Associate, Leadership Programs

Anita Obarakpor
Program/Research Associate
Center for Demographic Policy

Janice Hamilton-Outtz
Associate Director
Center for Demographic Policy

Julia Overton
Senior Associate, Leadership Programs

Wendy Russell
Program Coordinator, Leadership Programs

Leslie Schoener
Executive Assistant, Governance Programs

William T. Semple
Director of Development

Tracy Stern
Coordinator, Health/Education Consortium

Mara Ueland
Program Associate, Leadership Programs

Michael D. Usdan
President

Joan Wills
Director, Center for Workforce Development

BOARD OF DIRECTORS OF THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

Stephen R. Aiello
General Manager
Cohn and Wolfe
225 Park Avenue, South
New York, NY 10003
(212) 598-3600

Gregory R. Anrig
President
Educational Testing Service
Princeton, NJ 08541
(609) 921-9000

Thomas E. Cronin
McHugh Distinguished Professor of
American Institutions and Leadership
Colorado College
Colorado Springs, CO 80903
(719) 389-6533

Christopher Cross
Director, Education Initiative
Business Roundtable
1615 L Street, NW
Suite 1350
Washington, DC 20036
(202)872-1260

Jere A. Drummond
President - Marketing Group
BellSouth Telecommunications, Inc.
675 W. Peachtree Street, N.E.
Atlanta, GA 30375
(404) 529-2550

Badi Foster
Vice President
Aetna Life and Casualty
151 Farmington Avenue, S121
Hartford, CT 06156
(203) 727-4270

Mary Hatwood Futrell
Associate Professor of Education and
Director, Institute for Curriculum,
Standards and Technology
George Washington University
2201 G Street, NW
Funger Hall, #504
Washington, DC 20052
(202) 994-2304

James A. Kelly
President
National Board for Professional
Teaching Standards
300 River Place, Suite 3600
Detroit, MI 48207
(313) 259-0830

Ronna G. Lichtenberg
Senior Vice President/
Director of Marketing
Prudential Securities
199 Water Street, 35th Floor
New York, NY 10292
212/214-2010

Floretta D. McKenzie
President
The McKenzie Group
Columbia Square
555 13th Street, N.W.
Washington, D.C. 20004
(202) 637-6802

John May, Treasurer
Managing Partner
Calvert Social Venture Partners
7201 Wisconsin Ave., Suite 310
Bethesda, MD 20814
(301) 907-9567

Arvin Mueller
Vice President and General Manager,
Midsize Automotive Division
General Motors Corporation
CPC Headquarters
30001 Van Dyke Avenue
Warren, MI 48090
(313) 575-5247

David R. Parker
(Former President, Vehicle Leasing
and Services Division
Ryder System, Inc.)
2601 South Bayshore, Suite 1105
Coconut Grove, FL 33133

Neal R. Peirce
Contributing Editor
The National Journal
610 G Street, S.W.
Washington, D.C. 20024
(202) 554-8191

Ted Sanders
Superintendent of Public Instruction
Ohio Department of Education
65 South Front Street, Room 808
Columbus, OH 43266-0308
(614) 466-3304

Albert Shanker
President
American Federation of Teachers
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
(202) 879-4400

Michael D. Usdan
President
The Institute for Educational
Leadership
1001 Connecticut Avenue, N.W.
Suite 310
Washington, D.C. 20036
(202) 822-8405

Arthur White
President
WSY Consulting Group, Inc.
15 Valley Drive
Greenwich, CT 06831
(203) 622-4372

Eddie N. Williams
President
Joint Center for Political and
Economic Studies
1090 Vermont Ave., NW, Suite 1100
Washington, D.C. 20005-4961
(202) 789-3500

William S. Woodside, Chair
Chairman
Sky Chefs, Inc.
9 West 57th Street
Suite 4710
New York, NY 10019
(212) 751-4365

Raúl Yzaguirre
President
National Council of La Raza
810 First Street, N.E.
Suite 300
Washington, D.C. 20002
(202) 289-1380

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.
1001 CONNECTICUT AVENUE, N.W. • SUITE 310
WASHINGTON, D.C. 20036 • [202] 822-8405 • FAX [202] 872-4050